DOCUMENT RESUME

ED 467 457 JC 020 561

TITLE	The Inside Track: Two Experts Discuss Dual Enrollment.
INSTITUTION	League for Innovation in the Community Coll., Laguna Hills, CA.
PUB DATE	2002-07-00
NOTE	7p.; In its: Browning, Boo, Ed. LeagueConnections, Volume 3, Number 4, July 2002.
AVAILABLE FROM	For full text: http://www.league.org/publication/connections/main.htm.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	Academic Achievement; Access to Education; *Community Colleges; *Cooperative Programs; *Dual Enrollment; Educational Innovation; *Educational Methods; Educational Opportunities; Enrollment; *High School Students; High Schools; Institutional Cooperation; Nontraditional Education; Two Year Colleges
IDENTIFIERS	*Central Piedmont Community College NC; *Salt Lake Community College UT

ABSTRACT

In this paper, the Vice President for Instruction at Central Piedmont Community College (CPCC) in North Carolina, and the president of Salt Lake Community College (SLCC) in Utah discuss the dual-enrollment programs at their institutions. Central Piedmont's 15-year-old concurrent enrollment (CE) system encompasses two programs: Concurrent Enrollment and College Experience. Both programs offer the opportunity for any 16-year-old student within the county to take college-level coursework. The two programs use differing means of assessing student progress. In comparison, Salt Lake Community College began offering CE courses in 1989 and has three methods of enrollment: classes are offered in the high schools by qualifying high school teachers, cosmetology courses are offered in satellites and high schools using college faculty, and a limited number of classes are offered through distance education. SLCC found that 2001 CE English students had a mean GPA of 3.48, compared with 3.29 for other students, while the CE students' mean math GPA was 2.48, compared with 2.44 for other students. Both administrators agree that parental support is a crucial element in student success in CE programs. The administrators describe the requirements, limitations, and successes of their respective programs. (NB)

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The Inside Track: Two Experts Discuss Dual Enrollment

League for Innovation in the Community College
July 2002 edition of *LeagueConnections*

What's not to love about dual enrollment? Its many enthusiasts extol the virtues of providing an academically stimulating experience for both the underachiever and the gifted student. They sing of concurrent enrollment (CE) as a boost for college enrollments and a way to ease overcrowding in colleges and high schools. They praise CE plans that reduce costs for students while at the same time cutting state spending on education.

But CE has its critics. High school administrators have protested that the plans divert money from local districts, snatch away the brighter students, and discourage CE students from full participation in the high school experience.

Debate though some may, dual enrollment is here to stay. And it's hardly a black and white phenomenon. At community colleges in nearly every state, it goes by names like Postsecondary Options, College Experience, Running Start, and it comes in a variety of colorful plans. Aside from what the state policymakers dictate that a community college must and must not do, the institution has a field of visionary dual-enrollment methods limited only by the imagination of the institution's leadership.

Becky Paneitz, Vice President for Instruction at Central Piedmont (NC) and Lynn Cundiff, President of Salt Lake Community College (UT) agreed to talk with Inside Track about what's current in the world of academic concurrency. They are hands at dual enrollment, at colleges where quite different systems have led to happy outcomes. Their comments raised some interesting talking points about dual enrollment's capacity for diversity in style, approach, and implementation.

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League Connections (LC): What type of system is in place at your institution, and have you measured success with it?

Paneitz: Dual enrollment at CPCC encompasses two programs: Concurrent Enrollment and College Experience. These programs have been in place for about 15 years and offer the opportunity for 16-year-old students to take college-level coursework. Concurrent Enrollment is open to all students within the county. College Experience is geared to, and direction given by, Charlotte-Mecklenburg Schools. The website providing details about both programs is http://www.cpcc.edu/hsprograms.

Success for Concurrent Enrollment is based primarily on enrollments. Since many of the students are home school students, we do not have the detailed monitoring that we have with the College Experience program. Midterm progress reports are used to help monitor their success. However, College Experience students' midterm progress and final grade reports are run every semester and sent to the respective high school coordinator. There are 17 high schools in Charlotte that allow their students to participate. Generally, students are not allowed to immediately continue to the next semester of work if they have not been successful in the previous one. Remedial courses are not eligible under either of these programs.

Cundiff: SLCC began offering CE courses in 1989 after the Utah State Legislature appropriated statewide funding for the program. The 2002-2003 academic year will be the 14th year SLCC has offered these courses.

SLCC has three models of concurrent enrollment.

- Most of our courses are offered in the high school with high school teachers providing instruction. These teachers must qualify as SLCC adjunct faculty, and teach the SLCC curriculum using approved textbooks and examinations. Students in the CE classes receive credit toward high school graduation and toward a degree from SLCC. The college negotiates contracts with the school districts annually regarding courses to be offered in the different high schools. Students pay only a one-time college admission fee and buy their own textbooks. No tuition is charged.
- In the case of the cosmetology program, SLCC maintains satellites with classrooms and laboratories on two high school campuses, and the college employs the cosmetology teachers. Students are charged tuition in these programs because they are conducted according to the Utah State Board of Regents' early admission guidelines. The college includes the enrollments in their regular enrollment reports and the school district does not. However, the participating districts grant credit toward high school graduation to these students.
- SLCC provides a limited selection of CE classes through distance education delivery methods such as telecourses and Internet courses. Students in these classes are most often from rural areas with limited advanced course offerings in their high schools.

SLCC measures success of concurrent courses in three ways.

- Students evaluate each course as part of the Instructional Assessment System conducted by the SLCC institutional research office.
- Periodic studies are conducted to determine the percentage of concurrent enrollment students who attend SLCC after high school graduation.
- SLCC studies compare the grades of former CE students taking second-year courses with the grades of students who took the prerequisite course on campus. For example, the grades of students in English 2010, Intermediate Writing, are studied, comparing the students who took English 1010, Introduction to Writing, on campus with the students who took it as CE.

2002 English Grade Comparison, SLCC

	IAS Evaluations Average Score
	The course as a whole was:
2001-2002	3.95
Spring 2000	4.0

	ENGL 2010 Grade Comparison CE/non-CE
2001 study	3.48/3.29
2002 study	3.32/3.28

We looked up the academic records of 325 students who took English 1010 through Concurrent Enrollment during Fall semester of 2000. We found 42 (13%) of these students who later took English 2010, the next required English class for most associate degrees, on an SLCC campus.

As the data were gathered and analyzed, it became clear that former CE English 1010 students continue to perform very well in their subsequent 2010 classes on campus. The 42 students who took CE English 1010 received a mean GPA of 3.32 when they later took an English 2010 class on campus. The mean GPA received by the other students in those same English 2010 classes was 3.28.

	Math 1210 Grade Comparison CE/non-CE
2001 study	2.48/2.44

	% of CE students attending SLCC as of 1998-99
1991-92 CE students	55%
1993-94 CE students	52%
1995-96 CE students	37%
1997-98 CE students	30%

This study counted former CE students attending classes on campus after high school graduation. As you can see, the longer the students have been out of high school, the greater percentage of students attends classes on campus.

LC: Some have argued that dual enrollment should be eliminated in the case of basics such as reading and math. Your comments?

Paneitz: Regarding mathematics and reading, we are not allowed to offer remedial courses (which are designated by 070, 080, 090, and so on). However, we do offer college-level English and math (College Algebra). Students must achieve an established score on a placement test such as Compass or Accuplacer in order to enroll in these courses.

Cundiff: English and math are two of the most popular subjects in SLCC's program. Many high school students are interested in shortening the time to college graduation by completing college general education requirements during high school. Taking these classes for college credit is an efficient use of state funds because it avoids the duplication of courses between public and higher education.

The Utah State Board of Regents Policies and Procedures provide for a variety of academic and applied technology courses.

LC: How much of a role do you feel that parental support plays in the success of CE students?

Paneitz: Parents must give written permission for students to enroll in either of our programs. With College Experience, a form is sent home to parents during early Spring registration for high school students. This is coordinated through the career development counselors, who must then obtain a principal's or designee's signature to complete the approval to enroll.

There is a great deal more interest from parents with the Concurrent Enrollment program, as many of these students are home school students or students attending small private high schools. They are usually looking for upper-level or challenging coursework to replace an advanced placement (AP) experience that either they or the private school have not been able to provide. We do not compete with AP courses offered in Charlotte-Mecklenburg Schools.

However, many smaller districts use this coursework in lieu of AP courses, as many of them do not have budgets to support AP programs.

Most of these CE parents and students are very self-directed and have strong interest in the student's success. I am sure that this does have an impact on the student's success, but I am sure there are many other factors too, including the basic demographic and intelligence quotient factors, as well as learning-style indicators that would have to be considered.

Cundiff: One example of parents contributing to the success of CE students is providing necessary counseling when children are faced with the demanding nature of college-level work, which requires students to manage their time to allow adequate studying for concurrent classes. The State of Utah provides funding for CE, so higher education institutions are not allowed to charge tuition for courses offered in the high school. Parents calling the CE office often comment that the "free tuition" aspect of CE in the high schools is very appealing and an important reason they encourage their children to participate in CE.

LC: Can students earn credits in both directions, high school and college?

Paneitz: CPCC does not transfer credits back. We tell every student that they will begin building a college transcript upon enrollment in their first course with the college. In North Carolina we cannot supplant those basic graduation requirements; our coursework may be used as elective credit toward high school graduation. However, with home school students and in some exceptional cases, the principal can choose to use upper-level credits as substitutes for courses needed by the student to graduate. The college, however, does not become involved in any of that interpretation.

Cundiff: CE credit can be applied toward high school graduation and a college degree. In addition, the Utah State Code provides for transfer of CE credit among institutions of higher education in the state system.

CE credit is not identified as such on the student's transcript, so it is transferred and applied the same as any other SLCC credit. The articulation/transfer agreement does not guarantee the application of CE toward a particular degree at an institution other than SLCC. For example, CE architectural drafting credit may not apply toward a psychology major at another institution.

LC: Can students participate in activities in both venues?

Paneitz: Students are allowed to participate in student activities at CPCC, and we treat them just as we do any other student. However, as with most community colleges, a high percentage of our students work, many of them full-time, and additional activities are hard for them to fit into their schedules. Student participation is helpful for students to learn and assume the responsibilities of college life, and it is especially helpful with the socialization process for home school students.

Cundiff: At SLCC, CE students may obtain a student identification card after they are accepted for admission to the college. This card is marked "Concurrent Enrollment" and allows students

to access campus facilities and services such as the library, computer labs, the Lifetime Activities Center, and tutoring in the Math Lab, Learning Center, and Writing Center. High school students are advised of these privileges, but they are not advised of other college activities. The public education representatives in our partnership prefer that we do not encourage high school students to socialize with college students, although SLCC cannot legally prevent CE students from attending college activities.

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